

DOCUMENT RESUME

ED 470 501

JC 020 318

AUTHOR Avens, Cynthia; Zelle, Richard
TITLE A Report on the Intellectual Development of Students in the
QUANTA Learning Community at Daytona Beach Community College,
1989-1990.
INSTITUTION Daytona Beach Community Coll., FL.
PUB DATE 1990-09-00
NOTE 13p.; Some text may not reproduce well.
PUB TYPE Reports - Research (143)
EDRS PRICE EDRS Price MF01/PC01 Plus Postage.
DESCRIPTORS *Active Learning; College Faculty; Community Colleges;
Curriculum Design; *Experimental Programs; *Intellectual
Development; *Interdisciplinary Approach; Learner Controlled
Instruction; Outcomes of Education; Teacher Collaboration;
Teaching Methods; Team Teaching; *Two Year College Students;
Two Year Colleges
IDENTIFIERS *Daytona Beach Community College FL

ABSTRACT

This report summarizes the results of a research study conducted to assess the intellectual development of students in the QUANTA Learning Community at Daytona Beach Community College (DBCC) (Florida) in the 1989-90 academic year. QUANTA is a freshman interdisciplinary program with 75 students and three faculty. Three courses--English, psychology, and humanities--are integrated into a common theme each semester. The faculty teaching the courses are involved in collaborative teaching and also teach the full-year sequence. QUANTA, which emphasizes active and collaborative learning, includes a mixture of average-ability students, honor students, and older, non-traditional students. The emphasis of the program is on making connections between disciplines and with other members of the learning community. Seventy-one ratable essays were obtained at the beginning of the fall 1989 semester--their mean Measure of Intellectual Development (MID) score was 2.94. The 61 ratable essays at the end of the term had a mean MID score of 3.17. More than half of the QUANTA students showed a positive change of one-third position or more in their intellectual development. (NB)

A Report on the Intellectual Development
of Students in the QUANTA Learning Community
at Daytona Beach Community College 1989-1990

PERMISSION TO REPRODUCE AND
DISSEMINATE THIS MATERIAL HAS
BEEN GRANTED BY

C. Avens

TO THE EDUCATIONAL RESOURCES
INFORMATION CENTER (ERIC)

1

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION
CENTER (ERIC)

☒ This document has been reproduced as
received from the person or organization
originating it.

☐ Minor changes have been made to
improve reproduction quality.

☐ Points of view or opinions stated in this
document do not necessarily represent
official OERI position or policy.

Cynthia Avens & Richard Zelley

September 1990

BEST COPY AVAILABLE

INTRODUCTION

This report summarizes the results of a research study to assess the intellectual development of students in the QUANTA Learning Community at Daytona Beach Community College in the 1989-90 academic year.

QUANTA is a freshman year interdisciplinary program which is currently in its seventh year of operation at DBCC. The faculty involved in QUANTA are currently conducting a study to assess student outcomes in the program. This initial attempt at assessment is using the Measure of Intellectual Development instrument to measure students' cognitive development as they progress through the QUANTA program. This research is being funded through Staff and Program Development at DBCC.

THE MEASURE OF INTELLECTUAL DEVELOPMENT (M.I.D.)

The Measure of Intellectual Development is based on the theory of cognitive development presented by William Perry, Jr. in his book Forms of Intellectual Development in the College Years (Perry, 1970, 1981). Perry conducted a series of longitudinal interviews with Harvard undergraduates during the late 1950's and 1960's. Analysis of these interviews revealed to him a sequential pattern of intellectual development in students, from a rather dualistic and authority centered view of the world and knowledge to a much more complex and relativistic perspective. Because this pattern of intellectual development is representative of liberal learning in Western civilization and the more complex stages are sought after as ideals, the Perry scheme has been used extensively in assessment studies of college education. (Moore, 1988) A summary of the stages or "positions" of Perry's scheme is found in Fig. 1.

A number of paper-and-pencil assessment instruments have been developed based on Perry's scheme. One of these, the Measure of Intellectual Development, was developed by Lee Knefelkamp and Carol Widick at the University of Minnesota. It involves writing an essay in response to a stimulus question having to do with classroom learning, decision making, or career plans. (MacGregor, 1987) The essay is evaluated by trained raters through a content and style analysis to indicate the student's level of intellectual development. The Measure of Intellectual Development rates students according to the "Perry positions" 2-5. A summary of these positions and their characteristics is shown in Figure 2.

THE QUANTA LEARNING COMMUNITY

QUANTA is an interdisciplinary learning community of 75 students and three faculty at DBCC. Three courses, English, Psychology and Humanities, are integrated around a common theme each semester of the freshman year. The faculty teaching these three courses are involved in collaborative teaching. QUANTA includes a mixture of average ability students, honor students, and older, non-traditional students. The interaction of this heterogeneous group of students and faculty is an important component of the learning community.

The emphasis in Quanta is on making connections. The interdisciplinary format requires students to make connections between the disciplines, thus encouraging the ability to integrate and synthesize ideas. Making connections with one another is also stressed in the learning community. Students are encouraged to interact with each other and with their teachers. The role of the teachers is primarily to be facilitators of learning rather than authoritative dispensers of knowledge or transmitters of information. Learning experiences in QUANTA are designed to emphasize active and collaborative learning. Students cooperate with each other through group projects and discussions, experiencing diverse perspectives on issues and problems. The active interchange between students and teachers helps the students to develop independent thinking abilities and to take more responsibility for their own learning.

PROCEDURE

Students in the QUANTA Learning Community generally experience a much more complex learning environment than do students in traditional college classes. Our hypothesis is that participation in this collaborative, active learning environment will result in greater movement along the Perry scale of intellectual development than is usual in traditional classes.

To test this hypothesis, the Measure of Intellectual Development was administered to students in the QUANTA Learning Community on the second day of class of the Fall 1989 semester. Students wrote Essay A: Best Class. (See Figure 3) The M.I.D. was again administered to students on the last day of class of the Fall 1989 term. This time students wrote Essay AP: Ideal Learning Environment. (See Figure 3) A final essay was written during the last week of the Winter term, Essay Q: Learning About Learning. (See Figure 3) Essays were scored by two raters at the Center for the Study of Intellectual Development.* Scores were compared for each student from the beginning to the end of Fall term, and from the beginning of Fall term to the end of Winter term, to determine whether any change in position as measured by the M.I.D. had occurred.

RESULTS

Seventy-five students were enrolled in the QUANTA Learning Community in the Fall 1989 semester; 71 ratable essays were obtained. The mean M.I.D. score on these essays was 2.97. Sixty-four students took the M.I.D. at the end of the term, and 61 essays were ratable. The mean M.I.D. score on these essays was 3.17. The difference between beginning and end of term scores shows a mean change of .20. Fifty-three percent of these students showed a positive change of 1/3 position or more in their intellectual development.

* William S. Moore, Ph.D.
Center for the Study of Intellectual Development
Director of Assessment
The State Board for Community College Foundation
Olympia, Washington 98504

Forty-five students wrote the final M.I.D. essay at the end of the Winter term. Essays which were ratable at the beginning of Fall term and end of Winter term were obtained for 38 of the students. For this group, the mean M.I.D. score at the beginning of Fall term was 2.96; the mean M.I.D. score at the end of Fall term was 3.2; and the mean M.I.D. score at the end of Winter term was 3.42. The difference between beginning and end of year scores shows a mean change of .46 (see Figure 4). Seventy-six percent of these students showed a positive change of 1/3 position or more in their intellectual development, 50% showed a positive change of 2/3 position, and 10.5% showed a positive movement of one full position or more (see Figure 5).

DISCUSSION

A comparison of the M.I.D. score for QUANTA students with national norms established by Dr. William Moore (1988), as shown in Figure 7, indicates that QUANTA students show a greater movement along the Perry scale on intellectual development than do students in traditional college classes. In fact, the mean change of position for QUANTA students (.20) was greater in one semester than the mean change of position for students in the normative sample (.18) after four years of college. The mean score for QUANTA students at the end of their first semester in college, 3.17, is comparable to junior and senior level students at other colleges in terms of the intellectual meanings they are making out of their experiences. These results, along with the fact that the majority of QUANTA students experienced a change in position of .33 or greater, gives strong support for the effectiveness of the QUANTA Program in stimulating significant intellectual development in a short period of time.

QUANTA is unique among community colleges in the nation for running a learning community for a full year with the same faculty. The year-long assessment showed that students who remained in the QUANTA program and completed the testing sequence showed a similar amount of growth in the second semester as in the first. The total mean change for the year (.46) indicates that the average intellectual growth was almost half a position on the Perry scale. These results strongly support the importance of the second semester of the QUANTA program for increasing students' intellectual growth.

In summary, the results of this research support the hypothesis that participation in the QUANTA program with its collaborative, active learning environment promotes significant movement along the Perry scale of intellectual development. The research also shows that the M.I.D. scores for the QUANTA Learning Community compares favorably with other learning community programs throughout the nation. (see Figure 6)

FUTURE RESEARCH

Research with the M.I.D. is continuing this year with the 1990-91 group of QUANTA students in order to obtain a larger sample size. Students in traditional English, Psychology and Humanities classes are also being tested on the M.I.D. in order to obtain a control group at DBCC.

DBCC has the unique advantage of having a two-year learning community program, which allows the cognitive development of students to be studied over a long period of time. Therefore we are planning to continue the M.I.D. evaluation this year with students who complete the second year interdisciplinary program.

The assessment of students' intellectual development while in the QUANTA program is just one part of a larger research study to evaluate the effectiveness of the program. Research is also being done to compare retention rates and achievement of QUANTA students and students in traditional classes, success in future academic work after leaving DBCC, and students' perceptions of their experience in the program.

Figure 1.

Perry's Scheme of Intellectual and Ethical Development

Dualism modified	Position 1	Authorities know, and if we work hard, read every word, and learn Right Answers, all will be well.
	Transition	But what about those Others I hear about? And different opinions? And Uncertainties? Some of our own Authorities disagree with each other or don't seem to know, and some give us problems instead of Answers.
	Position 2	True Authorities must be Right, the others are frauds. We remain Right. Others must be different and Wrong. Good Authorities give us problems so we can learn to find the Right Answer by our own independent thought.
	Transition	But even Good Authorities admit they don't know all the answers yet!
Relativism discovered	Position 3	Then some uncertainties and different opinions are real and legitimate temporarily, even for Authorities. They're working on them to get to the Truth.
	Transition	But there are so many things they don't know the Answers to! And they won't for a long time.
	Position 4a	Where Authorities don't know the Right Answers, everyone has a right to his own opinion; no one is wrong!
	Transition (and/or)	But some of my friends ask me to support my opinions with facts and reasons.
Commitments in Relativism developed	Transition	Then what right have They to grade us? About what?
	Position 4b	In certain courses Authorities are not asking for the Right Answer; They want us to think about things in a certain way, supporting opinion with data. That's what they grade us on.
	Transition	But this "way" seems to work in most courses, and even outside them.
	Position 5	Then all thinking must be like this, even for Them. Everything is relative but not equally valid. You have to understand how each context works. Theories are not Truth but metaphors to interpret data with. You have to think about your thinking.
	Transition	But if everything is relative, am I relative too? How can I know I'm making the Right Choice?
	Position 6	I see I'm going to have to make my own decisions in an uncertain world with no one to tell me I'm Right.
	Transition	I'm lost if I don't. When I decide on my career (or marriage or values) everything will straighten out.
	Position 7	Well, I've made my first Commitment!
	Transition	Why didn't that settle everything?
	Position 8	I've made several commitments. I've got to balance them—how many, how deep? How certain, how tentative?
	Transition	Things are getting contradictory. I can't make logical sense out of life's dilemmas.
	Position 9	This is how life will be. I must be wholehearted while tentative, fight for my values yet respect others, believe my deepest values right yet be ready to learn. I see that I shall be retracing this whole journey over and over—but, I hope, more wisely.

*From Perry, W. G., Jr., "Cognitive and Ethical Growth: The Making of Meaning." In A. Chickering and Associates, The Modern American College. San Francisco: Jossey-Bass, 1981, Chapter 3, pp. 76-116.

Figure 2.

Translation of Perry Model into Student-as-Learner Characteristics

<u>Cue Categories</u>	<u>Position 2</u>	<u>Position 3</u>	<u>Position 4</u>	<u>Position 5</u>
View of Knowledge and Learning	*focus on what to learn-content, facts *knowledge = collection of information	*focus on how to learn-processes, methods *"good" learning is practical, relevant	*focus on how to think *"New Truth"	*focus on how to think in context *rules of adequacy to judge knowledge
Role of Authority	*Teacher is source of right answers *Teacher is responsible for the learning	*Teacher is source of methods to right answers *Teacher assumes multiple roles	*Teacher is source of ways to think *Student either clings to authority(Adh.) or discounts expertise(Opp.)	*Teacher is source of expertise *Student seeks mutuality of learning
Role of Learners/Peers	*Learner responsibility is to reproduce information *Peers rarely mentioned other than notations of friends in class	*Learner responsibility is to work hard *Peers are interesting sources of diversity	*Learner responsibility is to think independently *Peers are legitimate sources of learning because everyone has a right to own opinion	*Learner responsibility to exercise the mind *Peers are truly legitimate sources of learning
Language	*absolutes *dichotomies	*qualifiers *vague, unspecific terms (fuzzy)	*absolutes within multiplicity *dichotomies, but more elaborate than a 2	*language demonstrates analysis and synthesis *extensive self-process
Multiples/Quantity	*simplistic lists *little or no recognition of multiples	*quantity terms *"errralling"	*multiplicity/diversity seen as part of learning process *quality begins to be as, and sometimes more important than, quantity	*integration of multiples *multiplicity/diversity is assumed
Atmosphere	*safe learning environment *structured, traditional formal process preferred	*variety of methods endorsed *less formal & traditional processes accepted	*may reject rote learning, memorization *non-traditional teaching is acceptable	*excited by ideas *search for synthesis endorsed
Role of Evaluation	*values clear, straightforward approach *test questions should be clear-cut	*concern with fairness *hard work = good grades	*any question teacher's right to evaluate student *learning to accept qualitative criteria as legitimate in evaluation	*separates evaluation of work from evaluation of self *values qualitative feedback

Adapted from Kniefelkamp, L. L., & Cornfield, J. L. "Combining Student Stage and Style in the Design of Learning Environments: Using Holland Typologies and Perry Stages," 1979 (Available from CAD1)

Figure 3.

MID Essay Questions

ESSAY A: Best Class

Describe the best class you've taken in high school or college. What made it positive for you? Feel free to go into as much detail as you think is necessary to give a clear idea of the class: for example, you might want to discuss areas such as the subject matter, class activities (readings films, etc.), what the teacher was like, the atmosphere of the class, grading procedures, etc. -- whatever you think was important. Please be as specific as possible, giving a complete description of your experiences and how you felt about it.

ESSAY AP: Ideal Learning Environment

Describe a class that would represent the ideal learning environment for you. Please be as specific and concrete as possible about what this class would include; we want you to go into as much detail as you think is necessary to give us a clear idea of this ideal class. For example, you might want to describe what the content or subject matter would be, the evaluation procedures that would be used, the demands on you as a student, what the teacher/s would be like, and so on. We want a complete description of what you would see as an ideal class.

ESSAY Q: Learning About Learning

Look back on your experiences in this class, and reflect on your discoveries about yourself as a learner. Please be as specific and concrete as possible about what stood out for you about this class: we want you to go into as much detail as you think is necessary to give us a clear idea of your learnings in this class. For example, you might want to discuss any of all of the following topics: the content/subject matter, the kinds of teachers and teaching you experienced, the classroom atmosphere, and/or the evaluation procedures that were used. Through these experiences, what have you learned about yourself as a learner?

FIGURE 4

MEASURE OF INTELLECTUAL DEVELOPMENT IN THE
QUANTA LEARNING COMMUNITY AT DAYTONA BEACH COMMUNITY COLLEGE

Data for all students with ratable essays

<u>Beginning of Fall term mean</u>	<u>End of Fall term mean</u>	<u>Mean Change</u>	<u>End of Winter Term mean</u>	<u>Total Mean Change</u>
2.97 (N=71)	3.17 (N=64)	.20	3.43 (N=43)	.46

Data for all students who completed testing sequence*

<u>Beginning of Fall term mean</u>	<u>End of Fall term mean</u>	<u>Mean Change</u>	<u>End of Winter Term mean</u>	<u>Total Mean Change</u>
2.96 (N=38)	3.2 (N=37)	.24	3.42 (N=38)	.46

- * 45 students wrote the final essay. Of these, three were students who began QUANTA in the Winter term; two students had first essays which were unratable; two students had final essays were were unratable.

FIGURE 5

POSITION CHANGE ON THE MEASURE OF INTELLECTUAL DEVELOPMENT FOR STUDENTS
IN THE QUANTA LEARNING COMMUNITY AT DAYTONA BEACH COMMUNITY COLLEGE

Data for all students with ratable essays for beginning and end of Fall Term: N = 61

$\frac{-1.17}{1}$	$\frac{-.50}{1}$	$\frac{-.33/.34}{13}$	$\frac{0}{14}$	$\frac{+.33/.34}{20}$	$\frac{.66/.67}{5}$	$\frac{.83}{2}$	$\frac{1.00}{3}$	$\frac{1.17}{1}$	$\frac{1.33}{1}$
-------------------	------------------	-----------------------	----------------	-----------------------	---------------------	-----------------	------------------	------------------	------------------

Data for all students who completed the testing sequence: N=38

$\frac{-.33}{1}$	$\frac{0}{7}$	$\frac{.17}{1}$	$\frac{.33/.34}{9}$	$\frac{.50}{1}$	$\frac{.66/.67}{14}$	$\frac{.83}{1}$	$\frac{1.00}{3}$	$\frac{1.17}{1}$
------------------	---------------	-----------------	---------------------	-----------------	----------------------	-----------------	------------------	------------------

Figure 6.

MEASURE OF INTELLECTUAL DEVELOPMENT
IN SELECTED LEARNING COMMUNITY PROGRAMS IN WASHINGTON STATE

1987-88 Academic Year				
<u>Program and Institution</u>	<u>Duration</u>	<u>Pre-mean</u>	<u>Post-mean</u>	<u>Positive Change*</u>
TESC Coordinated Study: "Human Development"	3 quarters	2.96 (N-85)	3.34 (N-49)	57%
TESC Coordinated Study: "Matter and Motion"	3 quarters	2.97 (N-55)	3.27 (N-28)	63%
TESC Coordinated Study: "Art, Music and Literature"	3 quarters	3.04 (N-83)	3.38 (N-55)	58%
TESC Coordinated Studies: "Society & the Computer"	3 quarters	2.90 (N-81)	3.22 (N-56)	68%
North Seattle Community College Coordinated Study "Gods, Heroes & Humans"	1 quarter	2.98 (N-51)	3.43 (N-30)	73%
Seattle Central Community College Coordinated Study "Science Shakes the Foundations"	1 quarter	3.13 (N-23)	3.48 (N-23)	67%
Centralia Coll. Federated Programs "Wilderness" and "Bioethics"	1 quarter each	2.67 (N-8)	3.04 (N-12)	57%
Seattle U. Matteo Ricci Mixed group of HS Seniors and S.U. freshmen enrolled in course, "Composition, Language and Thought"	1 quarter	2.79 (N-21) 2.89 (N-25) 2.83 (N-25)	2.77 (N-49)	34%

* Indicates percent of sample showing +1/3 or more development.

Figure 7

MEASURE OF INTELLECTUAL DEVELOPMENT: NORMATIVE DATA*

<u>Classification</u>	<u>N</u>	<u>Mean</u>	<u>Position 2</u>	<u>Tr*</u>	<u>Position 3</u>	<u>Tr</u>	<u>Position 4</u>	<u>Tr</u>	<u>Position 5</u>	<u>(Zs)</u>
Freshmen	1695	2.80	4.7	44.1	38.9	11.0	1.3			
Sophomores	567	2.88	1.9	42.0	37.6	15.3	2.7	0.5		
Juniors	358	2.91	2.5	33.0	47.2	15.4	1.4	0.3	0.3	
Seniors	337	2.98	1.8	29.7	46.9	15.4	4.7	1.5		
<u>Age</u>										
18	378	2.87	1.1	40.5	45.0	11.4	2.1			
19	229	2.81	1.3	48.9	38.9	7.9	3.1			
20	200	2.87	0.5	41.0	44.5	11.5	2.5			
21	116	2.91	0.9	35.3	46.6	15.5	1.7			
22+	99	2.90		43.4	41.4	10.1	2.0	2.0	1.0	
<u>Gender</u>										
Males	526	<u>2.92</u>	1.7	40.1	37.2	15.7	4.3	0.5	0.1	
Females	1287	<u>2.89</u>	1.0	37.2	47.0	11.8	2.4	0.3	0.1	

*Tr - Transition

* courtesy Bill Moore, Center for Applications of Developmental Instruction,
806 High Street, Farmville, VA 23901.



U.S. Department of Education
Office of Educational Research and Improvement (OERI)
National Library of Education (NLE)
Educational Resources Information Center (ERIC)



REPRODUCTION RELEASE

(Specific Document)

I. DOCUMENT IDENTIFICATION:

Title: A Report on the Intellectual Development of Students in the QUANTA Learning Community at Daytona Beach Community College 1989-1990

Author(s): Cynthia Avens and Richard Zelle

Corporate Source:

Daytona Beach Community College

Publication Date:

Sept. 1990

II. REPRODUCTION RELEASE:

In order to disseminate as widely as possible timely and significant materials of interest to the educational community, documents announced in the monthly abstract journal of the ERIC system, *Resources in Education* (RIE), are usually made available to users in microfiche, reproduced paper copy, and electronic media, and sold through the ERIC Document Reproduction Service (EDRS). Credit is given to the source of each document, and, if reproduction release is granted, one of the following notices is affixed to the document.

If permission is granted to reproduce and disseminate the identified document, please CHECK ONE of the following three options and sign at the bottom of the page.

The sample sticker shown below will be affixed to all Level 1 documents

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL HAS BEEN GRANTED BY

Sample

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

1

Level 1



Check here for Level 1 release, permitting reproduction and dissemination in microfiche or other ERIC archival media (e.g., electronic) and paper copy.

The sample sticker shown below will be affixed to all Level 2A documents

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL IN MICROFICHE, AND IN ELECTRONIC MEDIA FOR ERIC COLLECTION SUBSCRIBERS ONLY, HAS BEEN GRANTED BY

Sample

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

2A

Level 2A



Check here for Level 2A release, permitting reproduction and dissemination in microfiche and in electronic media for ERIC archival collection subscribers only

The sample sticker shown below will be affixed to all Level 2B documents

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL IN MICROFICHE ONLY HAS BEEN GRANTED BY

Sample

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

2B

Level 2B



Check here for Level 2B release, permitting reproduction and dissemination in microfiche only

Documents will be processed as indicated provided reproduction quality permits.
If permission to reproduce is granted, but no box is checked, documents will be processed at Level 1.

I hereby grant to the Educational Resources Information Center (ERIC) nonexclusive permission to reproduce and disseminate this document as indicated above. Reproduction from the ERIC microfiche or electronic media by persons other than ERIC employees and its system contractors requires permission from the copyright holder. Exception is made for non-profit reproduction by libraries and other service agencies to satisfy information needs of educators in response to discrete inquiries.

Sign
here, →
please

Signature: <i>Cynthia Avens</i>	Printed Name/Position/Title: <i>Cynthia Avens / Professor</i>
Organization/Address: <i>Daytona Beach Community College 1200 International Speedway Blvd. Daytona Beach, Fla. 32126</i>	Telephone: <i>386-255-8131x3407</i> FAX: _____
	E-Mail Address: <i>avensc@dbcc.edu</i> Date: <i>4/10/02</i>

(over)

III. DOCUMENT AVAILABILITY INFORMATION (FROM NON-ERIC SOURCE):

If permission to reproduce is not granted to ERIC, or, if you wish ERIC to cite the availability of the document from another source, please provide the following information regarding the availability of the document. (ERIC will not announce a document unless it is publicly available, and a dependable source can be specified. Contributors should also be aware that ERIC selection criteria are significantly more stringent for documents that cannot be made available through EDRS.)

Publisher/Distributor:

Address:

Price:

IV. REFERRAL OF ERIC TO COPYRIGHT/REPRODUCTION RIGHTS HOLDER:

If the right to grant this reproduction release is held by someone other than the addressee, please provide the appropriate name and address:

Name:

Address:

V. WHERE TO SEND THIS FORM:

Send this form to the following ERIC Clearinghouse:

ERIC Clearinghouse for Community Colleges
3051 Moore Hall/UCLA
Box 951521
Los Angeles, CA 90095-1521

However, if solicited by the ERIC Facility, or if making an unsolicited contribution to ERIC, return this form (and the document being contributed) to:

ERIC Processing and Reference Facility

4483-A Forbes Boulevard
Lanham, Maryland 20706

Telephone: 301-552-4200

Toll Free: 800-799-3742

FAX: 301-552-4700

e-mail: ericfac@inet.ed.gov

WWW: <http://ericfac.piccard.csc.com>